



ASSIGNMENT BOOKLET 6A

Grade One Thematic
Module 6A: Days 1 to 9

Home Instructor's Comments and Questions

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and module.

Teacher's Comments

Teacher's Signature

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

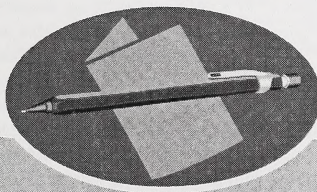
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade One Thematic

Module 6

On the Move

ASSIGNMENT BOOKLET 6A



**Learning
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Alberta Learning
10155 – 102 Street
Edmonton, Alberta T5J 4L5



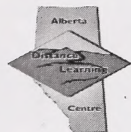
Ministry of Education
PO Box 9150, Stn Prov Govt
Victoria, British Columbia V8W 9H1
Internet: <http://www.gov.bc.ca/bced/>



Learning Technologies Branch
Box 4000
Barrhead, Alberta T7N 1P4
Tel: (780) 674-5350, Fax: (780) 674-6561



Open School
Open Learning Agency
1117 Wharf Street, 2nd Floor
Victoria, British Columbia V8W 1T7
Internet: <http://www.openschool.bc.ca/>



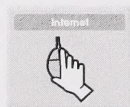
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Barrhead, Alberta, Canada T7N 1P4
Tel: (780) 674-5333, Fax: (780) 674-6977
Internet: <http://www.adlc.ab.ca/home>



Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta T5L 4X9
Tel: (780) 427-2767, Fax: (780) 422-9750

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Module 6A: On the Move
Assignment Booklet 6A
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Grade One Thematic Assignment Booklet 6A

Learning Tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student
will appear like this.

Text for you
will appear like this.

Grade One Thematic Assignment Booklet 1A

Day 6: Choice 1 Printing Tt

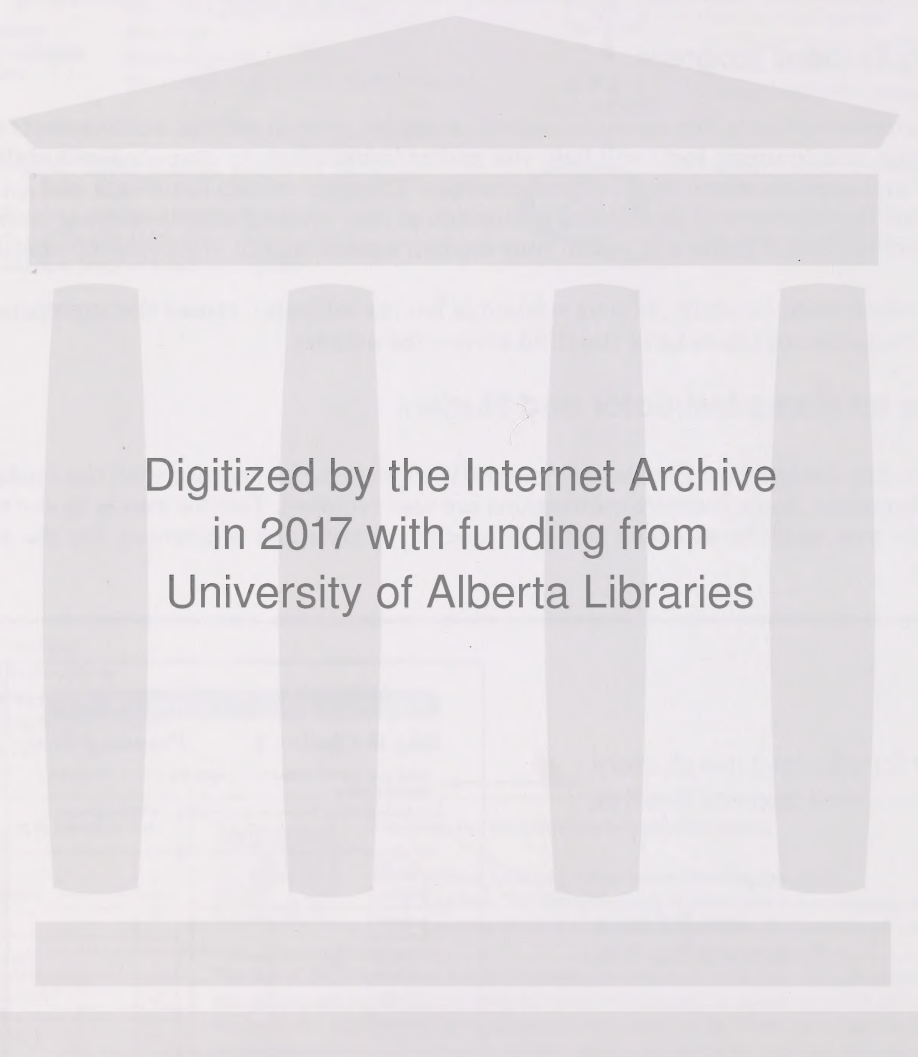
Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.

upstairs
main floor
basement

upstairs
main floor
basement

16



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Day 1

Consonant Blends

Use the clues to help you unscramble the mystery words.

Hint: Each mystery word begins with a consonant blend.

1. This grows in a forest. **ee tr**

2. This animal likes to hop. **og fr**

3. A baby sleeps in this. **ib cr**

4. Use this to fix your hair. **brshu**

5. A girl might wear this. **ssedr**

6. This fruit grows in bunches. **grpsea**

Day 1

Learning Log

Home Instructor's Comments

What have you observed about your student's skills in visual arts? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows increasing skill in drawing, cutting, and gluing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • adds more details to drawings than before |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to try a variety of techniques in art |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can use artwork to convey an idea, story, or theme |

Add any further comments or questions about the student's visual-arts skills.

Student's Thoughts

Day 2

Blends

Use the clues to find the missing word. Print the word neatly on the lines.

1. Use _____ to stick paper together.

2. Windows are made of _____.

3. The _____ flew on the pole.

4. To tell time look at the _____.

5. The _____ was buzzing.

6. The food was on the _____.

Day 2

Learning Log

Home Instructor's Comments

What have you observed about your student's ability to express ideas through movement? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to use movement to represent the growth of a plant |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to move creatively to represent the movement of an animal |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • responds to movement suggestions and follows directions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys improvising movements |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • displays co-ordination and control of movements |

Use this space for any other comments you may have about your student's movement skills.

Student's Thoughts

My favourite type of movement activity is

Day 3

Spelling Pre-Test

Print one spelling word on each line below.

Day 3

Learning Log

Home Instructor's Comments

What have you observed about your student's understanding of rhyming words in poetry writing? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands rhyming words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to spell the six words in the Spelling Pre-Test |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • attempts to print neatly and accurately |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys improvising movements to music |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands the effect of exercise on the heart |

Use this space for any other comments you may have about your student's knowledge and skill in writing poems.

Student's Thoughts

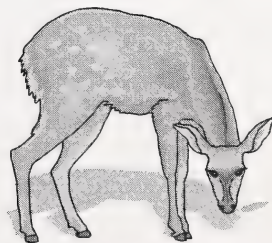
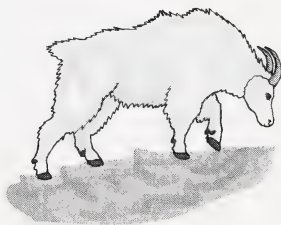
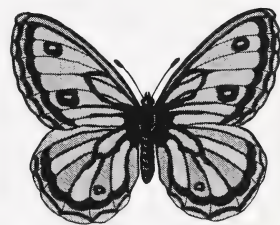
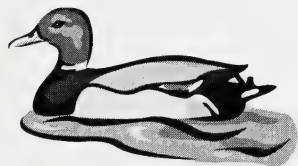
Day 4 Animal Picture Cards

Cut out these cards and match them with the Animal Riddle Cards.



Day 4 Animal Picture Cards

Cut out these cards and match them with the Animal Riddle Cards.



Day 4

Animal Riddle Cards

Cut out these cards and match them with the Animal Picture Cards.

I can soar in the sky. I see very well. What am I?	I can gallop and trot. I have hooves. What am I?	I can swim and dive. I like to play in water. What am I?
I can bound and leap. I have a long tail. What am I?	I can climb rocky cliffs. I live in the mountains. What am I?	I play and pounce. I make a good pet. What am I?
I slither and slide. I have no legs. What am I?	I crawl and creep. I have many legs. What am I?	I waddle when I walk. I like to swim. What am I?
I can hover in place. I am very small. What am I?	I am a good climber. I have a long tail. What am I?	I flutter and fly. I have beautiful wings. What am I?

Day 5

Printing

Match these word parts to make words with an **s** blend. Print a sentence for each word on the lines.

scr
squ
str

eet
ub
are

Day 6

Learning Log

Home Instructor's Comments

What have you observed about your student's developing knowledge, skills, and attitudes in movement activities? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • expresses enthusiasm for Music and Movement activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • listens to and follows directions during Music and Movement activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can suggest actions for poems and movement activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to perform a variety of actions, including jumping, hopping, leaping, rolling, and skipping |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to jump and land on both feet with bent knees |

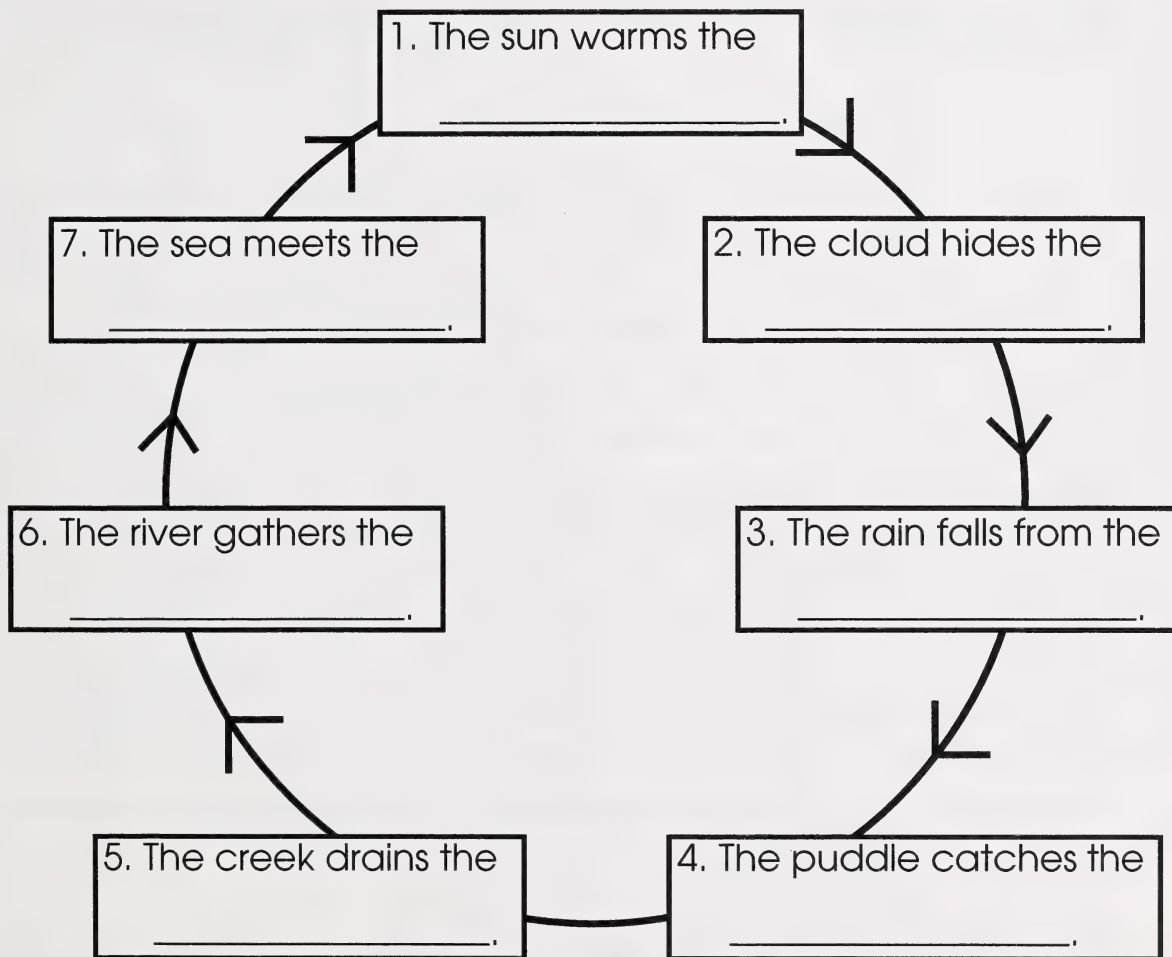
Use this space to comment on the student's movement skills or to make other general comments.

Student's Thoughts

Day 7

Water Flowchart

The water cycle goes round and round! Use the information in "The Sea Where I Swim" to fill in the blanks.



Day 7

Learning Log

Home Instructor's Comments

What do you observe about your student's developing awareness of personal safety?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • participates in discussions about safety |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an awareness of the differences between safe and unsafe situations |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is consistent in practising safe behaviour in a variety of situations |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to think of safety rules to put on a chart or poster |

Add any comments or additional information regarding your student's development.

Student's Thoughts

Safety rules are important because

Day 8

Learning Log

Home Instructor's Comments

What do you observe about your student's developing knowledge, skills, and attitude in reading? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses phonics skills to figure out new words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is recognizing many words by sight |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses context to figure out new words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is beginning to self-correct when reading does not make sense |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses picture clues to help figure out unfamiliar words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can recall the details of a story after reading it |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to make a recording of a practised reading of a story or poem |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to make a recording of an unpractised reading |

What strategy does the student use most often to help figure out an unfamiliar word?

Add any other comments you have about your student's reading skills.

Day 9

Printing

Read the words listed below. Now read the key words for each picture. Listen to the sound of **y**. Then print each **y**- word in the correct column.

yellow
why

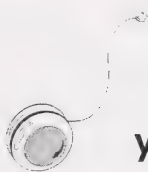
cry
lady

yet
candy

my
pony

baby
try

yell
sky



yo-yo



fly

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for practice.



baby

Look at the words in the columns. Can you make up a rule to help you predict which sound **y** will have in a word?

Grade One Thematic Assignment Booklet 6A Module 6A: On the Move Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

Days 1–9

- ☐ Thematic Assignment Booklet 6A (Ensure all assignments and Learning Logs have been completed.)

Day 1

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 243 and 244
- ☐ movement collage

Day 2

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 245 and 246
- ☐ nature graph

Day 3

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 247 and 248

Day 4

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 249 and 250

Day 5

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 251 and 252
- ☐ fitness survey sheet

Day 6

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 253 and 254

Day 7

☐

Level A: Modern Curriculum Press Phonics, pages 255 and 256

Day 8

☐

Level A: Modern Curriculum Press Phonics, pages 257 and 258

☐

"Puppy and I" chart

Day 9

☐

Level A: Modern Curriculum Press Phonics, pages 259 and 260

☐

cassette recording of practised reading of "Puppy and I" (unpractised reading is optional) and favourite poem

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